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# THE CLASSICAL WEEKLY

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As I watch from week to week the growth of Volume 10 of THE CLASSICAL WEEKLY, I have often asked myself, How much demand would there be for a General Index to Volumes 1-10 of THE CLASSICAL WEEKLY, printed and sold separately, in booklet form, at say 75 cents to a dollar. Even if made no more elaborate than the Index to the separate volumes has been, such a General Index would take up 40 pages of THE CLASSICAL WEEKLY, i. e. would fill five full issues, and would therefore be a rather expensive undertaking. It would be necessary to sell some 350 copies, at 75 cents per copy, to escape financial loss. The preparation of the General Index would, of course, be a heavy task, but no doubt it would be possible to find persons altruistic enough to endure the labor, if the plan of publishing such a General Index should seem likely to secure adequate financial support. I should be glad to hear from readers of THE CLASSICAL WEEKLY with respect to the suggestion just thrown out.

Last year the University of Chicago Press published a General Index to Classical Philology, Volumes 1-10 (75 cents). The Index, compiled by Professor Frank Eggleston Robbins, of the University of Michigan, covers 40 pages, two columns to the page. On pages 7-17 there is a List of Contributors. Then comes, on pages 18-20, an Index of Words, Greek, Latin, English, Gothic, Icelandic, Lithuanian, Old English, Old High German, Oscan, Sanskrit, Umbrian. There are few entries under any caption here other than Greek and Latin (the highest number is 5, under Sanskrit). It appears, however, from the Preface that the compiler's purpose was to include only some of the more important words the etymology of which had been discussed in Classical Philology. The remaining pages (21-46) provide an Index of Subjects.

Experience in the making of Indexes and in the writing of lexicographical articles has filled me with charity for any one who essays such a task as Professor Robbins attempted in this General Index to Classical Philology, and has imbued me with gratitude, deep and unflinching, for whatever is offered in such an Index. I remember a saying of a former instructor of mine to the effect that his professors in Germany used to declare that they absolved themselves from reading a book which had no Index, and that they did not feel in the slightest degree disturbed if they found that they had published as their own discoveries things which had appeared in print—in works unprovided with an Index. So I welcome

Professor Robbins's work and thank him for it. At the same time I cannot help regretting that, having done the labor of going through the volumes, he has not printed more of the material he collected, or rather printed that material more in detail, so that the Index would be more fully serviceable to busy scholars.

I have in mind such a matter as the following. On the very first page, under List of Contributors, I note, under a certain name, this entry:

*Reviews:* I, 312; II, 361, 492; V, 528, 530

At once one asks, Reviews of what? Suppose one knew that the scholar in question had reviewed, somewhere in the first ten volumes of Classical Philology, an edition of St. Augustine's *De Civitate Dei*, but could not recall in which volume the review had appeared. He would get no aid toward quick finding of the coveted review from such an entry as the one quoted above. Under the name of Shorey, Paul, on page 16, after the caption *Reviews*, references are given for over 60 reviews!

The List of Contributors is profoundly interesting. By examining this, and the Indexes to the volumes of The American Journal of Philology, one will get much light on the history of classical studies in this country. Mention of such history makes one regret that Professor Capps has never been willing to print the interesting and stimulating paper which, as President of The American Philological Association, he delivered at the Haverford meeting, in the Christmas holidays of 1914, entitled *Reflections on Classical Scholarship in America*. To every American who wants to think well of American classical scholarship this paper, and Professor Shorey's modification of his Presidential address to The American Philological Association, entitled *American Scholarship* (see THE CLASSICAL WEEKLY 4. 226-230), afford comfort and inspiration. I wish I knew of some way of bringing pressure enough, at last, on Professor Capps to secure his paper for THE CLASSICAL WEEKLY.

Every little while some one writes asking for a discussion in THE CLASSICAL WEEKLY of the value of Latin and Greek. Frequently such a person is a new subscriber or a new member of the Association. But often enough the cry for such material comes from one who has long been a reader, presumably, of the paper, but, for some reason, has overlooked the fact that there is an Index to each volume. No small part of the Managing Editor's time is taken up, every year, in answering earnest appeals for material which the

writer wants to use in the preparation of some paper for a gathering of teachers, the meeting of an institute, or what not.

I am sure, therefore, that the following partial list of articles which have appeared in THE CLASSICAL WEEKLY on the value of Latin and Greek will be of service to many. I will try to complete the list in some moment of comparative leisure.

Number	Pages	Volume 3	Number	Pages	Volume 6
2	9-10	G. Lodge: C. P. Steinmetz on the Value of the Classics to the Engineer (compare Number 21, pages 174-176).	3-4	17-18, 25-26	W. H. D. Rouse: Learning English through the Classics
3	18-22	W. W. Comfort: The Value of the Classics: An Outsider's View	8	57-58	C. Knapp: The Rightful Place of Latin; Helps to Teaching Latin
10	73	Charles Knapp: Professors Gayley and Merrill on Greek, Latin and English	10	73-74	C. Knapp: Professor Lane Cooper on Ancient and Modern Letters
		Volume 4	11	82-86	W. H. D. Rouse: Machines or Mind?
5	34-36	E. L. Miller: The Greek in English	14	105-106	G. Lodge: The College Curriculum
6	42-43	James Storum: Has the Study of Latin an Educational Value?	18	141-142	E. Riess: A Socialist and the Classics
15	113-114	C. S. Warren: The Classics and Citizenship	19	146-149	G. M. Lightfoot: The Classics
15	115-116	L. VanHook: The Classics and Science	22	170-174	G. H. Goodale: Latin Prose Composition in College
15	118	Emerson on the Classics	27	210-212	J. I. Bennett: Shall we let High School Greek Die?
15	118-119	Quotations from Cornelia Comer, on the Classics	24	185-186	G. Lodge: Records of Classical Pupils in Latin and other Subjects
15	119	A. F. West: The Classicist's <i>Credo</i>			Volume 7
16	122-127	G. H. Goodale: The Classics and the Country Boy or Girl	3	24	D. S. Kimball: The Good Engineering Teacher
21	167	Comment on the preceding paper	4	25-29	J. P. Behm: Will Latin follow Greek out of the High School?
21	161-162	C. Knapp: On Greek	5	33-35	C. Knapp: Dr. Alexander on Youth and the Classics
26	207	Cornell Professors of non-classical subjects prefer students trained in Classics	6	42-44	J. W. Kern: Why should the Classics be Studied and How?
27	211-213	C. H. Weller: Why Study Greek?	7	49-50	C. Knapp: Miss Sabin's Exhibit on the Practical Value of Latin
28	218-220	Caroline Sheldon: Latin and Greek for Students of French	9	65	President Butler on the Value of the Classics
28	220-221	Francis P. Donnelly, S.J.: The Profit and Loss of Greek	10	74	Professor Talcott Williams on the Value of the Classics
		Volume 5	12	89	W. B. McDaniel: Miss Sabin's Exhibit, at Philadelphia
1-2	2-4, 10-12	Address to the Trustees of Amherst College by the Class of 1885	14	111-112	S. S. McClure: Obligatory Greek in the College Curriculum
2	9	C. Knapp: Students of Greek at Wesleyan	16, 17, 25, 27	120, 128, 200, 216	Miscellaneous Items
5-6	33-34, 41-42	C. Knapp: Professor Postgate on Dead Language and Dead Languages	23-24	177-179, 185-186	C. Knapp: Professor Corwin and Latin at Yale
5	37-38	Comments on Failure of Efforts Abroad to dispense with the Classics	25	193	C. Knapp: Ignorance of Some Critics of the Classics
8	57-58	C. Knapp: Professor D. W. Thompson on Contributions to Science by the Ancients	25-26	193-199, 204-206	Ways of Vitalizing Latin, etc., by various authors
8	61-63	A. P. Ball: "Agathon" and the Rescue of French Culture	27	209-212	F. S. Bunnell: The High School Greek Teacher: His Obligation and his Opportunity
12-13	89-90, 97-98	C. Knapp: Review of Professor Kelsey's Latin and Greek in American Education	28	217	C. Knapp: Light on Vocational Training
13	99-101	J. C. Hazzard: The Old Education and the New			Volume 8
21	161-162	G. Lodge: The College Curriculum	1	2-4	K. M. Puncheon: Liberal Studies in the High School Curriculum
23	177-178	G. Lodge: Professor E. W. Fay on Language Study and Language Psychology	4	26-28	W. A. Jenner: The Modern Psychology and Formal Discipline
26-27	201-203, 208-213	S. P. Sherman: English and the Latin Question	7	49-50	C. Knapp: The Classics as the Foundation of all Valuable Teaching of English
			8	55-58	C. Knapp: Mr. John M. Zane on the Value of the Classics to the Lawyer
			8	61-62	Professor Talcott Williams on the Value of the Classics to the Journalist.
			9	65-67	W. A. Oldfather: The Fine Arts and the Classics
			11	81	C. Knapp: Dr. A. C. Thompson on Liberal Versus Vocational Study
			14	106-108	C. A. Comer: Ab Urbe Domum
			15-16	113-115	C. Knapp: The University of Colorado Pamphlet on the Value of the Classics in the Higher Education
			18-19	137-138, 145-146	C. Knapp: Mr. O. O. Norris on the Social Argument for the Study of the Classics

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1	1-2	C. Knapp: The Classics and Modern Life
3, 4	17-21, 25-29	H. H. Yeames: The Renaissance of Greek
13, 14, 15	97-98, 105-106, 113-114	C. Knapp: The Campaign for the Classics
18	137-138	C. Knapp: Horace and Smollett
18	138-141	A. A. Gendell: Latin in its Rightful Place
23	177-178	B. L. Ullman: Aims in the Teaching of Latin
28	217-218	W. B. McDaniel: On Some Critics of Students of the Classics C. K.

### ROMAN LITERARY CHARACTERIZATION

Analysis is the most prominent feature in linguistic study. Questions of form and of grammatical relation are studied, with great care, and dependence and independence are looked at from every standpoint. In addition to these features, the flowers of speech may be sought with equal diligence in the study of poetry. More than two score kinds of Vergil's tropes and figures are mentioned in the Commentary of Servius; see J. L. Moore, *American Journal of Philology*, 12. 157-192, 267-292. The results of analysis are given by description. In contrast with this is characterization, which is synthetic, and is worthy of close study.

In analyzing and describing we look at the individuals; in characterization we look at the mass. If we consider the latter in terms of things that can be seen, it is the expression of a unified impression, a visual *e pluribus unum*. To get this we must withdraw ourselves until the many is lost in the one. Then on the landscape the rivers appear only as threads of silver. The splendor of the grass, the glory of the flower, the tint of leaves are no longer seen, and the trees themselves disappear in the forest. Or, if the appeal is through some sense other than that of sight, the unification of impressions is the result desired, and it finds expression in such terms as *suaviloquentiam*, *sonum Trachali*, *acerbitas*, and *iucunditas*, each expressing the sum-total of the sense-perceptions.

Characterization gives the face, description the features. Some illustrations of the latter will be given. The Brutus of Cicero gives us here and there many-sided views of men, and from their persons we must judge their oratory. Adjectives are chiefly used. In 28 it is said of the writers of the age of Thucydides that *grandes erant verbis, crebri sententiis, compressione rerum breves et ob eam ipsam causam interdum subobscuri*; in 63 Cato is like some of the Greeks, who are *acuti, elegantes, faceti, breves*; according to 129 Fimbria *habitus est sane, ut ita dicam, truculentus, asper, maledicus, genere toto paulo fervidior atque commotior*. By the side of these we may place the ununified description of Crassus as given in 143 *erat summa gravitas, erat cum gravitate iunctus facetiarum e urbanitatis oratorius, non scurrilis lepos, Latine loquendi accurata et sine molestia diligens elegantia, in*

*disserendo mira explicatio . . . ; argumentorum et similitudinum copia*. Nouns chiefly are used also in Pliny, Epp. 6.21.5 *non illi vis, non granditas, non subtilitas, non amaritudo, non dulcedo, non lepos defuit; ornavit virtutes, insectatus vitia, fictis nominibus decenter, veris usus est apte*. Descriptions giving forms of activity and the manner are illustrated by Pliny, Epp. 2.3.3 *Isaeus . . . prooemiatur apte, narrat aperte, pugnat acriter, colligit fortiter, orna excelsa, postremo docet, delectat, adficit, quid maxime, dubites, crebra ἐνθυμήματα, crebri syllogism, circumscripti et effecti*. . . . Compare with this Cicero Brutus 164 *multa in ea oratione graviter, multa leniter, multa aspere, multa facete, dicta sunt* (the nouns *gravitas, lenitas, asperitas, facetiae* might have been used).

When one attempts to characterize the composite picture by a summative term, use must be made of adjectives or nouns, adverbs or verbs, as in description. In the use of such terms writers differ. Cicero is inclined to use adjectives, such as *acer* and *vehemens*, *non infans* and *disertus*, so that he does not show every orator distinct from the rest. Still he has some good illustrations of the use of nouns, as in Brutus 89 *elegantiam in Laelio, vim in Galba*. . . . Still better is De Oratore 3.28 *Suavitatem Isocrates, subtilitatem Lysias, acumen Hyperides, sonitum Aeschines, vim Demosthenes habuit*. . . . *Gravitatem Africanus, lenitatem Laelius, asperitatem Galba, profluens quidam habuit Carbo et canorum*. Rarely is literary movement indicated by a verb, as in Brutus 58 *latrant enim iam quidam oratores, non locuntur*. Compare Quintilian 2.9.12 *a viro bono in rabulam latratoremque convertitur*; 10.1.52 *raro assurgit Hesiodus*; 10.1.96 *Horatius . . . insurgit aliquando*. The best example of this, however, is in Fronto (page 114, in Naber's edition), which will be quoted later.

The source from which the characterizing material is taken is one of the most interesting features of the study. The Younger Pliny, Epp. 3.5.6, has in regard to the *Historia Naturalis* of his uncle the following: *nec minus varium quam ipsa natura*. This we can put into one word, *varietas*, well characterizing his assembled host of different facts. Looking elsewhere at the terms which have been used, we find that objects in nature, and man, either in his physical or in his psychical nature, are taken to shadow forth literary qualities.

The portrayal of Pindar as a downrushing mountain torrent in Horace, Odes 4.2.5-8, is well known:

Monte decurrens velut amnis, imbres  
quem super notas aluere ripas,  
fervet immensusque ruit profundo  
Pindarus ore.

Compare with this the statement in Quintilian 10.1.61 *velut quodam eloquentiae flumine*. Far different is the view of Lucilius given by Horace, in Sermones 1.4.11 *cum flueret lutulentus*—a veritable Cumberland at high water mark. Quintilian (10.1.78) says of Lysias, *puro tamen fonti quam magno flumini propior; in*